

## **For the PPVT-III and the PALS Pre-K:**

- Who should be assessed?
- When should assessment be administered?
- How should assessment be administered?
- What scores are to be reported?



**PPVT-III**

## **WHO should be assessed with the PPVT-III?**

### **For 2005-06:**

- Kindergarten-eligible in 2006-07 (typically four-year-olds) AND family was enrolled prior to January 1, 2006.

### **Future years:**

- Kindergarten-eligible in following year (typically four-year-olds) AND family was enrolled prior to January 1.

## PPVT-III

### Any Exemptions?

- Children with severe hearing disabilities who cannot hear the directions
- Children with severe visual disabilities who cannot see the pictures
- Children who cannot understand the English directions on the sample test items

Goal: Test as many children as possible, including ELLs who understand the directions in the sample items.

## PPVT-III

# Spanish language option (TVIP) is not ideal

- Test is not equated to PPVT-III
- Norms are old

If TVIP is used, summarize and report results separately.

# WHEN should the PPVT-III be administered?

## For 2005-06:

- Pretest as soon as possible by the end of January, for families enrolled by January 1.
- Posttest at least 6 months after pretest but before end of June 2006.

## Future years:

- Pretest in first month of reporting year (July) for continuing families.
- For families entering by January 1, pretest within one month of enrollment.
- Posttest at least 6 months after pretest but before end of June.

## PPVT-III

### Tips:

- Okay to administer pretest during orientation period prior to enrollment.
- If family exits, attempt to administer posttest if family has been enrolled for at least 6 months.

# HOW should the PPVT-III be administered?

## Test Form:

- Okay to use either same or different form pre and post

## Test Administrator Qualifications:

- Trained by person with graduate training in measurement/assessment
- Practiced and familiar with procedures and materials



## PPVT-III

### Test Interpretation:

- Graduate training in measurement/assessment/guidance
- Understand relevance of measurement error to decisions
- Understand different types of scores

# What score is used to report a child's performance on the PPVT-III?

Use the standard score for reporting on the Federal Even Start Performance Indicators.

- Measures how far a child's performance is above/below the average performance of children of the same age
- Appropriate to calculate gains and averages because it measures performance on an equal-interval scale
- Facilitates comparisons with results from other studies and evaluations

# Sample PPVT-III standard scores

<b>Standard Score</b>	<b>Percentile</b>	<b>Distance from Average</b>
<b>130</b>	<b>98</b>	<b>Far Above Average</b>
<b>115</b>	<b>84</b>	<b>Above Average</b>
<b>100</b>	<b>50</b>	<b>Average</b>
<b>85</b>	<b>16</b>	<b>Below Average</b>
<b>70</b>	<b>2</b>	<b>Far Below Average</b>

## PPVT-III

**Raw scores don't help us compare the performance of children of different ages, but standard scores do.**

<b>Child</b>	<b>Age</b>	<b>Raw Score</b>	<b>Standard Score</b>	<b>Percentile</b>
<b>Shaheen</b>	<b>3-9</b>	<b>58</b>	<b>110</b>	<b>75</b>
<b>Jose</b>	<b>4-1</b>	<b>58</b>	<b>106</b>	<b>66</b>
<b>Sarah</b>	<b>4-5</b>	<b>58</b>	<b>102</b>	<b>55</b>
<b>Tom</b>	<b>4-9</b>	<b>58</b>	<b>98</b>	<b>45</b>
<b>Francis</b>	<b>5-1</b>	<b>58</b>	<b>94</b>	<b>34</b>

## **What is considered to be a significant learning gain on the PPVT-III for Indicator #5?**

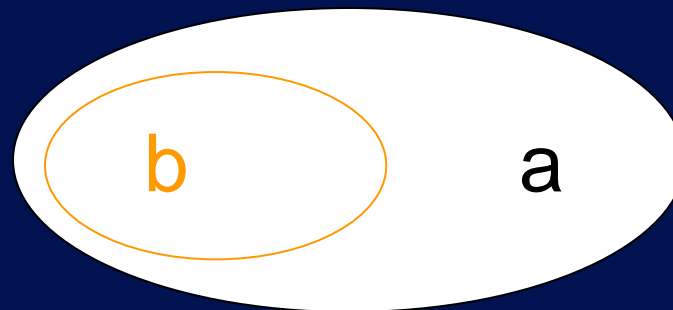
A standard score increase of 4 or more points between pre- and posttest.

- Third National Even Start Evaluation found the average gain on the PPVT to be 4 points between pre- and posttest.
- For this age group an increase of at least 4 points equals or exceeds the standard error of measurement.

## PPVT-III

### What information do States need from each local Even Start program for Indicator #5?

- a. The number of children who qualify to be pre- and posttested with the PPVT-III for Indicator #5.
- b. The number of these children who made a significant learning gain (4 points or more) on the PPVT-III.



## PPVT-III

# What information is reported by States for Indicator #5?

- **Cohort** - Number of participants to whom the indicator applies (“a” in the previous slide).
- **Result** - Number of participants who met achievement goal (“b” in the previous slide).
- **Explanation of Progress**

## PPVT-III

### Example of Calculating Results for Indicator #5

Local Program	Number Who Qualify for Pre-Posttesting	Number Who Make Significant Learning Gain
1	10	5
2	15	5
3	20	10
4	25	15
5	100	80
State Totals	170	115





# **PALS Pre-K**

## PALS Pre-K

- The only part of the PALS Pre-K required for Indicator #6 is the Upper Case Alphabet Recognition Subtask.
- This subtask is called the “PALS Pre-K Upper Case Letter Naming Subtask” in Indicator #6.

## **WHO should be assessed with the PALS Pre-K Upper Case Alphabet Recognition Subtask for Indicator #6?**

- Kindergarten-eligible in the following year  
(typically four-year-olds)

AND

- Family was enrolled prior to January 1.

## **Any exemptions?**

- Children with severe hearing disabilities who cannot hear the directions or letter names
- Children with severe visual disabilities who cannot see the letters
- Children who cannot understand the English directions

## **WHEN should the PALS Pre-K be administered?**

- One time only for Federal Even Start Performance Indicator reporting
- Between April 1 and June 30

# HOW should the PALS Pre-K be administered?

## Test Form:

- There is only one form of the PALS-PreK.

## Test Administrator Qualifications:

- Preschool teacher
- Practiced and familiar with training video and manual

**What score is used to report a child's performance on the PALS Pre-K?**

**Use the Upper Case score, which is the number of upper case letters that the child recognizes.**

## **PALS Pre-K**

### **What information do States need from each local Even Start program for Indicator #6?**

- The number of children who qualify to be assessed with the PALS for Indicator #6.
- The number of these children who have Upper Case scores.
- The average Upper Case score of the children who have Upper Case scores.



## **PALS Pre-K**

# **What information is reported by States for Indicator #6?**

- **Cohort** – Number of participants to whom the indicator applies
- **Result** – Instead of the number of participants who met the achievement goal, report the weighted average of the Upper Case score.
- **Explanation of Progress**